Office of Indian Education

Indian Education Professional Development (PD)

FY21 Grant Competition

Guidance for Prospective Applicants

March 4, 2021

1:00 to 3:00pm ET

Logistics/Housekeeping

OIE Discretionary Grants Staff

Dr. Donna Sabis-Burns
Discretionary Grants Lead

Angela Hernandez
PD Program Officer

Agenda

- PD Grant Competition Overview
  - Purpose
  - Eligibility
  - Funding
- Absolute and Competitive Preference Priorities
- Selection Criteria
- Application Instructions
- Submitting an Application
- Review of Resources

Objectives

- *Session participants will:*

  - Learn what's in the FY2021 grant application package

  - Understand the application requirements

  - Understand the selection criteria

  - Understand what type of forms are required

  - Understand common components of applying for federal grants and using federal application systems

  - Have an opportunity to submit questions to OIE

Who is Joining Us Today?

- Tribe
- TCU
- IHE (but not a TCU)
- Tribal Education Agency
- Local educational agency
- Charter school
- BIE funded school
- Tribal organization

This webinar represents a portion of the required information available about the grant competition. It is not 100% comprehensive.

For full grant competition details, be sure to read:
The Notice Inviting Applications (NIA)
The Application Package and Instructions

- Remember! → follow instructions on Grants.gov and processes such as DUNS and SAM

Purposes

Funding

Eligibility

Purposes

The purposes of the Indian Education Professional Development Grants program that are relevant to the FY 2021 competition are to increase the number of qualified Indian individuals in professions that serve Indians, and to provide training to qualified Indian individuals to become teachers and administrators.

Notice of Final Rules Published July 10, 2020: https://ecfr.federalregister.gov/current/title-34/subtitle-B/chapter-II/part-263

Application Deadline and Funding

- Deadline: May 3, 2021 at 11:59:59 p.m. ET

- $7.8 million available for new awards

	Year 1	Year 2	Year 3	Year 4	Year 5
Maximum Amount Allowed	$400,000	$400,000	$400,000	$120,000	$120,000
Minimum Amount	None	None	None	None	None

Notice of Intent to Apply

- Not required but strongly encouraged

- Please submit by Friday, March 19, 2021

- Email Angela Hernandez at Angela.Hernandez@ed.gov
  - Subject Line: Intent to Apply
  - Include:
    - Applicant's Name (Organization/Entity Name)
    - Applicant's Address
    - Contact Person's Name
    - Contact Person's Email Address
    - Consortium partners, if applicable

Who is Eligible to Apply for a PD Grant?

1) An IHE or a TCU

2) A State educational agency in consortium with an IHE or a TCU

3) A local educational agency in consortium with an IHE or a TCU

4) An Indian Tribe or Indian organization in consortium with an IHE or a TCU

5) A BIE-funded school in consortium with at least one IHE or TCU that is accredited to provide the coursework and level of degree or Native American language certificate required by the project

What is a Consortium Agreement?

Regulations 34 CFR 75.127-129 outline what is meant by a consortium agreement.

§75.127   Eligible parties may apply as a group.

§75.128   Who acts as applicant; the group agreement.

a)   If a group of eligible parties applies for a grant, the members of the group shall either:
   1)   Designate one member of the group to apply for the grant; or
   2)   Establish a separate, eligible legal entity to apply for the grant.

b)   The members of the group shall enter into an agreement that:
   1)   Details the activities that each member of the group plans to perform; and
   2)   Binds each member of the group to every statement and assurance made by the applicant in the application.

c)   The applicant shall submit the agreement with its application.

What is a Consortium Agreement?

§75.129   Legal responsibilities of each member of the group.

a) If the Secretary makes a grant to a group of eligible applicants, the applicant for the group is the grantee and is legally responsible for:

   1) The use of all grant funds;
   2) Ensuring that the project is carried out by the group in accordance with Federal requirements; and
   3) Ensuring that indirect cost funds are determined as required under §75.564(e).

b) Each member of the group is legally responsible to:

   1) Carry out the activities it agrees to perform; and
   2) Use the funds that it receives under the agreement in accordance with Federal requirements that apply to the grant.

Part 6: Consortium Agreement

**PROFESSIONAL DEVELOPMENT PROGRAM CONSORTIUM AGREEMENT
SAMPLE TEMPLATE**

Certain entities that apply to the Professional Development Program are required to do so as consortium applicants, and must enter into a binding agreement with each other. To assist consortium applicants, the Department has prepared a sample consortium agreement. Consortia are not required to use this sample and should consult with their attorneys on what is most appropriate for their consortia. The following sample is an example of a consortium agreement between an institution of higher education (IHE) and an Indian tribe, but there are other entities that may enter into a consortium. As stated in the Notice Inviting Applications for this competition, the eligible entities are:

(1) An IHE or a Tribal College or University (TCU);
(2) A State educational agency in consortium with an IHE or TCU;
(3) A local educational agency (LEA) in consortium with an institution of higher education;
(4) An Indian Tribe or Indian organization in consortium with an IHE or TCU; or
(5) A Bureau of Indian Education (BIE)-funded school, in consortium with at least one TCU, where feasible.

Note that the eligibility of an applicant that is an IHE or TCU, or an applicant requiring a consortium with any IHE or TCU, requires that the IHE or TCU be accredited to provide the coursework and level of degree or Native American language certificate required by the project.

Consortium Agreement: Tips

- A consortium agreement must be signed and dated by authorizing representatives of all participating parties.

- Applicants may adapt the sample consortium agreement provided in the FY 2021 application package for its use.

- Applicants should **not** use a previously existing consortium agreement that does not specify roles and responsibilities specific to the proposed project and that does not adequately detail the scope and length of the proposed project. Using an older agreement may result in the applicant being rejected for failure to meet this application requirement.

Eligibility Chart

If the applicant is:	Is a signed consortium agreement required for eligibility?	Who must be part of the consortium for eligibility purposes?
An IHE or TCU that has the authority to award the level of degree required by the project.	No	N/A
A Two-year IHE or TCU that is proposing a native language instructor program that requires only a two-year degree, per State requirements.	No	N/A
A Two-year IHE or Two-year TCU that is proposing a teacher or administrator program that requires a 4-year degree	Yes	An IHE or TCU that can award the level of degree or certificate required by the project. *Other eligible entities may be included but are not required.*
A State Education Agency (SEA) or A Local Education Agency (LEA),	Yes	
An Indian Tribe	Yes	
An Indian Organization	Yes	
A Bureau of Indian Education-funded school	Yes	

What's New in the FY21 NIA

Final Rules issued July 10, 2020

Native Language Certificate Training

New Definitions: i.e. High Proportion

New Requirement: Letter of Support

What's New: Updated Program Regulations

Final Regulations issued July 10, 2020

https://www.federalregister.gov/documents/2020/07/10/2020-13426/indian-education-discretionary-grant-programs-professional-development-program

What's New: Native Language Certificate

Native Language Instruction Certificate Training

We amended § 263.2 to include institutions of higher education (IHEs) that are accredited to provide a Native American language certificate, and made conforming changes to other provisions.

- Expands lead entity/applicant eligibility

What's New: Definition

Definition Change

We added to § 263.3 a definition of "local educational agency (LEA) that serves a high proportion of Indian students" and made conforming changes to other provisions.

- Impacts the new letter of support requirement

- Impacts what counts as qualifying employment for a successful participant to fulfill her service payback obligation

- Go to https://oese.ed.gov/offices/office-of-indian-education/indian-education-professional-development/how-to-apply/ for two options for supporting data to use in determining which LEAs meet the definition.

What's New: Definition

Definition Change

Local education agency (LEA) that serves a high proportion of Indian students means –

1) An LEA, including a BIE-funded school, that serves a high proportion of Indian students in the LEA as compared to other LEAs in the State

2) An LEA, including a BIE-funded school, that serves a high proportion of Indian students in the school in which the participant works compared to other LEAs in the State, even if the LEA as a whole in which the participant works does not have a high proportion of Indian students compared to other LEAs in the State

What's New: Letter of Support

We added new § 263.5 application requirements, including an application requirement for a letter of support from an LEA that serves a high proportion of Indian students.

- Previously optional; now required
- See definition of "LEA that serves a high proportion of Indian students" to ensure that the LEA(s) you identify meet this definition

Determining If the LEA You Identify Has a High Proportion of Native American Students

To determine if an LEA from which you would like to obtain a letter(s) of support meets the definition of "LEA that serves a high proportion of Indian students," you may review data that OIE has compiled for select states from two different data sources:

- National Center for Education Statistics/Common Core of Data (CCD)
  - https://oese.ed.gov/offices/office-of-indian-education/indian-education-professional-development/how-to-apply/
- OIE Title VI formula grants to compare an LEA to other LEAs in the State
  - https://oese.ed.gov/offices/office-of-indian-education/indian-education-professional-development/how-to-apply/

If you do not see the LEA you are seeking in the locations above, please contact Angela.Hernandez@ed.gov.

Priorities

Absolute and Competitive Preference Priorities

Absolute Priorities

Absolute Priority 1: Pre-Service Training for Teachers

Projects that:

- **Provide support and training to Indian individuals to complete a pre-service education program before the end of the award period that enables the individuals to meet the requirements for full State certification or licensure as a teacher through--**
  - (1) Training that leads to a degree in education;
  - (2) For States allowing a degree in a specific subject area, training that leads to a degree in the subject area;
  - (3) Training in a current or new specialized teaching assignment that requires a degree and in which a documented teacher shortage exists; or
  - (4) Training in the field of Native American language instruction;
- **Provide induction services, during the award period, to participants after graduation, certification, or licensure, for two years, while participants are completing their work-related payback in schools in local educational agencies (LEAs) that serve a high proportion of Indian students; and**
- **Include goals for the**
  - (1) Number of participants to be recruited each year;
  - (2) Number of participants to continue in the project each year;
  - (3) Number of participants to graduate each year; and
  - (4) Number of participants to find qualifying employment within 12 months of completion.

Absolute Priorities

Absolute Priority 2: Pre-service Administrator Training

Projects that--

- **Provide support and training to Indian individuals to complete a graduate degree in education adminsrtation that is provided before the end of the award period and that allows participants to meet the requirements for State certification or licensure as an education administrator;**
- **Provide induction services, during the award period, to participants after graduation, certification, or licensure, for two years, while administrators are completing their work-related payback as administrators in LEAs that serve a high proportion of Indian students; and**
- **Include goals for the--**
    - (1) Number of participants to be recruited each year;
    - (2) Number of participants to continue in the project each year;
    - (3) Number of participants to graduate each year; and
    - (4) Number of participants to find qualifying employment within twelve months of completion.

Competitive Preference Priorities

Competitive Preference Priority 1: Tribal Applicants (Zero or five points)

An application submitted by an Indian Tribe, Indian organization, or Tribal college or university (TCU) that is eligible to participate in the Professional Development program. A consortium application of eligible entities that meets the requirements of 34 CFR 75.127 through 75.129 and includes an Indian Tribe, Indian organization, or TCU will be considered eligible to receive preference under this priority only if the lead applicant for the consortium is the Indian Tribe, Indian organization, or TCU.

In order to be considered a consortium application, the application must include the consortium agreement, signed by all parties.

Competitive Preference Priorities

Competitive Preference Priority 2: Consortium Applicants, Non-Tribal Lead

(Zero or three points)

A consortium application of eligible entities that--

(a) Meets the requirements of 34 CFR 75.127 through 75.129 and includes an Indian Tribe, Indian

organization, or TCU; and

(b) Is not eligible to receive a preference under Competitive Preference Priority One.

Guidance for Requesting Competitive Preference Priorities (CPPs)

Applicants Who Apply Under	May Request Consideration for	
	CPP 1… (0-5 pts, AP1 or AP2)	CPP 2… (0-3 pts, AP1 or AP2)
Absolute Priority One (AP 1) (Teacher Training) Absolute Priority Two (AP 2) (Administrator Training)	…If the application is submitted by an Indian Tribe, Indian organization, or Tribal college or university (TCU) that is eligible to participate in the Professional Development program. A consortium application will be considered only if it meets EDGAR requirements, the lead applicant for the consortium is the Indian Tribe, Indian organization, or TCU, and signed by all parties.	…If the application is a consortium application of eligible entities that– (a) Meets the requirements of 34 CFR 75.127 through 75.129 and includes an Indian Tribe, Indian organization, or TCU; and (b) Is not eligible to receive a preference under CPP One.

Where and How to Request Consideration for FY 2021 Competitive Preference Priorities

FY 2021 PD Application Requirement, if applying--	…Then --	And include the following as an attachment, per the guidance in Part 6 of the application package
As a Consortium Applicant	State this in the project abstract	A PDF version of your signed and dated consortium agreement of eligible entities that meets the requirements of 34 CFR 75.127 through 75.129
As an Indian Organization		Documentation of Indian Organization
For consideration under Competitive Preference Priority 1		Unless you are a solo Tribal College or University (TCU) applicant, a PDF version of your signed and dated consortium agreement of eligible entities that meets the requirements of 34 CFR 75.127 through 75.129
For consideration under Competitive Preference Priority 2		A PDF version of your signed and dated consortium agreement of eligible entities that meets the requirements of 34 CFR 75.127 through 75.129, consistent with Grants.gov guidelines
And requesting funds for Indirect costs	N/A	PDF version of a valid indirect cost agreement.

Application Requirements

Application Requirements: Recruitment and Payback

For FY 2021 and any subsequent year in which we make awards from the list of unfunded applications from this competition, applicants must meet the following application requirements from 34 CFR 263.5.   Each applicant must:

(a)   Describe how it will—

    1)   Recruit qualified Indian individuals, such as students who may not be of traditional college age, to become teachers, principals, or school leaders

    2)   Use funds made available under the grant to support the recruitment, preparation, and professional development of Indian teachers or principals in LEAs that serve a high proportion of Indian students

    3)   Assist participants in meeting the payback requirements under § 263.9(b)

Application Requirement: Letter(s) of Support

(b) Submit one or more letters of support from LEAs that serve a high proportion of Indian students. Each letter must include--

1) A statement that the LEA agrees to consider program graduates for employment
2) Evidence that the LEA meets the definition of "LEA that serves a high proportion of Indian students"
3) The signature of an authorized representative of the LEA

Application Requirement: Letter(s) of Support

Dear (name of applicant),

We are writing in support of your application for the U.S. Department of Education, Office of Indian Education's FY 2021 Professional Development Program competition. We support the goals of your project to train Indian students to become licensed [teachers][administrators]. We would like to hire more Indian [teachers][administrators] for our school district, and we agree to consider your program graduates for employment.

We are an "LEA that serves a high proportion of Indian students" under the applicable program definition, which states:

Local educational agency (LEA) that serves a high proportion of Indian students means--

(1) An LEA, including a BIE-funded school, that serves a high proportion of Indian students in the LEA as compared to other LEAs in the State; or

(2) An LEA, including a BIE-funded school, that serves a high proportion of Indian students in the school in which the participant works compared to other LEAs in the State, even if the LEA as a whole in which the participant works does not have a high proportion of Indian students compared to other LEAs in the State.

For evidence that we meet element (1) of this definition, we used the following data source:

___NCES/CCD data, found at : xxxx (OIE link), shows that our LEA has __% American Indian/Alaska Native (AI/AN) student population, compared with the State average of __% [or, compared with the following similarly-situated LEAs in our State: yyyy – attach explanation of similarity, whether geographic, size, etc., and relevant data for those LEAs] .

___ESEA Title VI formula grant data, found at xxx (OIE link), shows that our LEA has __% AI/AN student population, compared with the State average of __% [or, compared with the following similarly-situated LEAs in our State: yyyy - attach explanation of similarity, whether geographic, size, etc., and relevant data for those LEAs].

___Other valid and reliable data source: [enter a link or attachment, and description of this data], shows that our LEA has __% AI/AN student population, compared with the State average of __% [or, compared with the following similarly-situated LEAs in our State: yyyy - attach explanation of similarity, whether geographic, size, etc., and relevant data for those LEAs].

Application Requirements

c) If applying as an Indian organization, demonstrate that the entity meets the definition of "Indian organization"

d) If it is an affected LEA that is subject to the requirements of section 8538 of the Elementary and Secondary Education Act of 1965, as amended (ESEA), consult with appropriate officials from Tribe(s) or Tribal organizations approved by the Tribes located in the area served by the LEA prior to its submission of an application, as required under ESEA section 8538

e) Comply with any other requirements in the application package

Application Requirements: Where in the Application to Address Them

FY 2021 PD Application Requirement	Include a summary in Application Abstract	Include full explanation in Application Project Narrative	Upload Separate Attachment, consistent with Grants.gov file format guidelines
One or More Letters of Support			X
Description of how the project will recruit qualified Indian individuals, such as students who may not be of traditional college age, to become teachers, principals, or school leaders.	X	Applicants may address this under Quality of Project Design, sub-criterion (2).	
Describe how the project will use funds made available under the grant to support recruitment, preparation, and professional development of Indian teachers or principals in local education agencies (including BIE-funded schools) that have a high proportion of Indian students.	X	Applicants may address these under Quality of Project Design, sub-criterion (3), and Quality of Project Services, sub-criteria (1) through (3).	
Describe how the project will assist participants in meeting the payback requirements.	X	Applicants may address this under Quality of Project Services, sub-criterion (5).	
Describe how the application meets either Absolute Priority One or Two.	X	Numeric participant goals may be addressed under Quality of Project Design, sub-criterion (1). Induction services could be addressed under Quality of Project Services, sub-criterion (4).	

Questions?

Selection Criteria

- **Need for Project**

- **Significance**

- **Quality of Project Design**

- **Quality of Project Services**

- **Quality of Project Personnel**

- **Quality of Management Plan**

The maximum score for all of these criteria is 100 points. The maximum score for each criterion is indicated in parentheses.

Peer Reviewer Scoring Guide

Maximum Point Value	Quality of Response		
	Low	Medium	High
3	0	1-2	3
4	0-1	2-3	4
5	0-1	2-3	4-5
6	0-2	3-4	5-6
7	0-2	3-5	6-7
8	0-2	3-5	6-8
10	0-3	4-7	8-10

The selection criteria for "Need for project" and "Quality of the management plan" are from 34 CFR 75.210. The remaining selection criteria are from 34 CFR 263.7.

Selection Criteria

(a)Need for Project (Maximum 5 points)

In determining the need for the proposed project, the Secretary considers the extent to which the proposed project will prepare personnel in specific fields in which shortages have been demonstrated through a job market analysis. (34 CFR 263.7(a)(1))

Maximum Point Value	Quality of Response		
	Low	Medium	High
5	0-1	2-3	4-5

Selection Criteria

(b) <u>Significance</u> (Maximum 6 points) In determining the significance of the proposed project, the Secretary considers:

1) (Up to 3 points) The potential of the proposed project to develop effective strategies for teaching Indian students and improving Indian student achievement, as demonstrated by a plan to share findings gained from the proposed project with parties who could benefit from such findings, such as other IHEs who are training teachers and administrators who will be serving Indian students.
2) (Up to 3 points) The likelihood that the proposed project will build local capacity to provide, improve, or expand services that address the specific needs of Indian students. (34 CFR 263.7)

Maximum Point Value	Quality of Response		
	Low	Medium	High
3	0	1-2	3

Selection Criteria

(c) **Quality of the Project Design (Maximum 26 points)** The Secretary considers the following factors in determining the quality of the design of the proposed project:

1) (Up to 10 points) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are ambitious but also attainable and address--

   i. The number of participants expected to be recruited in the project each year;

   ii. The number of participants expected to continue in the project each year;

   iii. The number of participants expected to graduate; and

   iv. The number of participants expected to find qualifying employment within twelve months of completion.

2) (Up to 10 points) The extent to which the proposed project has a plan for recruiting and selecting participants, including students who may not be of traditional college age, that ensures that program participants are likely to complete the program.

3) (Up to 6 points) The extent to which the proposed project will incorporate the needs of potential employers, as identified by a job market analysis, by establishing partnerships and relationships with LEAs that serve a high proportion of Indian students and developing programs that meet their employment needs. (34 CFR 263.7)

Maximum Point Value	Quality of Response		
	Low	Medium	High
6	0-2	3-4	5-6
10	0-3	4-7	8-10

Selection Criteria

(d) Quality of Project Services (Maximum 32 points) The Secretary considers the following factors in determining the quality of project services:

1) (Up to 4 points) The likelihood that the proposed project will provide participants with learning experiences that develop needed skills for successful teaching and/or administration in LEAs that serve a high proportion of Indian students.

2) (Up to 7 points) The extent to which the proposed project prepares participants to adapt teaching and/or administrative practices to meet the breadth of Indian student needs.

3) (Up to 7 points) The extent to which the applicant will provide job placement activities that reflect the findings of a job market analysis and needs of potential employers and that offer qualifying employment opportunities.

4) (Up to 7 points) The extent to which the applicant will offer induction services that reflect the latest research on effective delivery of such services.

5)   (Up to 7 points) The extent to which the applicant will assist participants in meeting the service obligation requirements.

Maximum Point Value	Quality of Response		
	Low	Medium	High
7	0-2	3-5	6-7

Selection Criteria

(e) Quality of Project Personnel (Maximum 13 points) The Secretary considers the following factors when determining the quality of the personnel who will carry out the proposed project:
1) (Up to 5 points) The qualifications, including relevant training, experience, and cultural competence, of the project director and the amount of time this individual will spend directly involved in the project.
2) (Up to 8 points) The qualifications, including relevant training, experience, and cultural competence, of key project personnel and the amount of time to be spent on the project and direct interactions with participants.

Maximum Point Value	Quality of Response		
	Low	Medium	High
5	0-1	2-3	4-5
8	0-2	3-5	6-8

Selection Criteria

(f) **Quality of the Management Plan (Maximum 18 points)** The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers:

(1) (Up to 8 points) The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits.

(2) (Up to 4 points) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

(3) (Up to 6 points) The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.

Maximum Point Value	Quality of Response		
	Low	Medium	High
4	0-1	2-3	4
6	0-2	3-4	5-6
8	0-2	3-5	6-8

Application Instructions

The Application Instructions

The Application Instruction Package is your guide to all the required components of the application. It can be found here:

https://www.grants.gov/

ED Grant Opportunity Number:

ED-GRANTS-030421-001

The following information being presented is abbreviated from the Application Package and **does not** substitute for reading it in its entirety.

Department-Specific Application Guidance

Within both the FY 2021 PD NIA and the Application Instructions Package, you will find reference to **Common Instructions for Applicants** to Department of Education Discretionary Grant Programs, published in the Federal Register on February 13, 2019 (84 FR 3768), and available at:

www.govinfo.gov/content/pkg/FR-2019-02-13/pdf/2019-02206.pdf

The Common Instructions give detailed guidance on SAM, DUNS, and other common elements of the application.

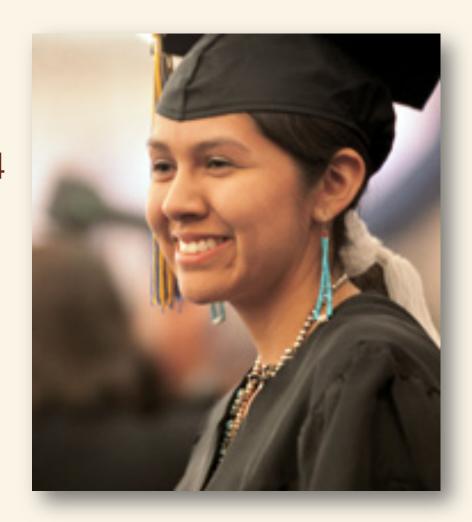# Electronic Application Checklist

Part 1: Preliminary Documents

✓ Application for Federal Assistance (Form SF 424)

✓ ED Supplemental Information for SF 424

Part 2: Budget Information

✓ ED Budget Information Non-Construction Programs (ED Form 524)
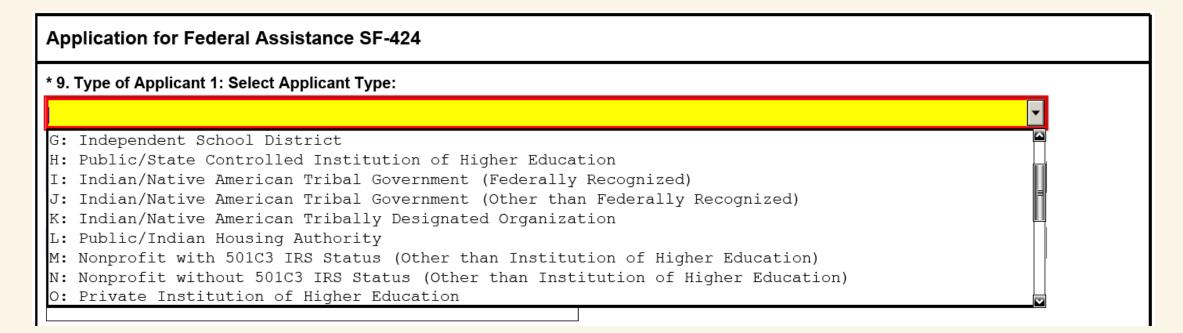
Part 3: ED Abstract Form

✓ Project Abstract

Part 1: SF-424 Application for Federal Assistance Form

Standard form, includes corresponding instructions.

Note: For Item 9, be sure that the "applicant type" you identify in this form matches how you self-identify in the Application Abstract.

Application for Federal Assistance SF-424

* 9. Type of Applicant 1: Select Applicant Type:

```
G: Independent School District
H: Public/State Controlled Institution of Higher Education
I: Indian/Native American Tribal Government (Federally Recognized)
J: Indian/Native American Tribal Government (Other than Federally Recognized)
K: Indian/Native American Tribally Designated Organization
L: Public/Indian Housing Authority
M: Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education)
N: Nonprofit without 501C3 IRS Status (Other than Institution of Higher Education)
O: Private Institution of Higher Education
```

Part 1: ED Supplemental Information (SF-424)

Standard form, includes corresponding instructions.

Part 2: Budget Form ED524

- Use ED Form 524 (Section A). Section B (non-federal funds are optional)

- Remember that you must provide all requested budget information for each of the **five years** of the project (up to 60 months) and the total column in order to be considered for Federal funding.

- Program specific guidance on allowable costs:
  - 34 CFR 263.4
  - FY 2021 NIA (https://www.federalregister.gov/documents/2021/03/04/2021-04492/applications-for-new-awards-indian-education-discretionary-grants-programs-professional-development): The maximum stipend amount is $1,800 per month for full-time students; grantees may also provide participants with a $300 allowance per month per dependent during an academic term. The Department will reduce any stipends in excess of this amount. Stipends may be paid only to full-time students.

	Year 1	Year 2	Year 3	Year 4	Year 5
Maximum Amount Allowed	$400,000	$400,000	$400,000	$120,000	$120,000
Minimum Amount	None	None	None	None	None

Part 2: ED 524 Budget Form – Indirect Cost

Because grants under this program are "Training grants," your indirect cost reimbursement is limited.

Indirect cost reimbursement on ED training grants is limited to the grantee's actual indirect costs as determined by the grantee's negotiated indirect cost rate agreement or **8%** of a modified total direct cost base, **whichever is less**. Indirect costs in excess of the 8% limit may not be charged directly or charged to another Federal award.

See the Education Department General Administration Regulations (EDGAR), 34 CFR 75.562, Indirect cost rates for educational training projects at:
http://www.ed.gov/policy/fund/reg/edgarReg/edlite-part75e.html

Note: This limitation on indirect cost reimbursement for training grants does not apply to agencies of State, local, or Tribal governments.

Part 2: ED 524 Budget Form – Indirect Cost

For the purposes of calculating indirect costs for training grants, EDGAR, §75.562(c), defines a modified total direct cost base as:

"total direct costs less the amount of each contract that exceeds $25,000, stipends, tuition and related fees, and equipment."

Name of Applicant Organization

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
1. Personnel								
2. Fringe Benefits								
3. Travel								
4. Equipment								
5. Supplies								
6. Contractual								
7. Construction								
8. Other								
9. Total Direct Costs (lines 1-8)								
10. Indirect Costs *Enter Rate Applied:								
11. Training Stipends								
12. Total Costs (lines 9-11)	*Max 400,000*	*Max 400,000*	*Max 400,000*	*Max 120,000*	*Max 120,000*			

*Indirect Cost Information (*To Be Completed by Your Business Office*)**:** If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

1. Do you have an Indirect Cost Rate Agreement approved by the Federal government? ____Yes ____No.
2. If yes, please provide the following information and provide a copy of your Indirect Cost Rate Agreement:
   Period Covered by the Indirect Cost Rate Agreement: From: ___/___/_____ To: ___/___/_____ (mm/dd/yyyy)
   Approving Federal agency: ____ED ____Other (please specify): _____ The Indirect Cost Rate is _____%
3. If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ____Yes ____No. If yes, you must comply with the requirements of 2 CFR § 200.414(f).
4. If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages? ____Yes ____No. If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.
5. For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:___ Is included in your approved Indirect Cost Rate Agreement
   Or ___ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is _____%
6. For Training Rate Programs (check one) -- Are you using a rate that: ____Is based on the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))? Or ____Is included in your approved Indirect Cost Rate Agreement, because it is lower than the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4)).

Part 2: ED 524 Budget Form – Indirect Cost

Here is a simplified example for calculating indirect costs for a training grant using the budget categories from the ED 524 form, Budget Information – Non-construction Programs.

For the purposes of this example, 8% of a modified total direct cost base is used to calculate indirect costs.

1. Personnel			100,000
2. Fringe Benefits			38,000
3. Travel			5,000
4. Equipment			0
5. Supplies			4,000
6. Contractual			20,000
7. Construction			-
8. Other			0
9. Total Direct Costs			**$167,000**
Calculate Modified Total Direct Cost Base			
Total Direct Costs		$167,000	
Modified Total Direct Cost Base:		$167,000	
Multiply $167,000 by 8%:		$13,360	
10. Indirect Costs			**$13,360**
11. Training Stipends			**$207,200**
12. Total Costs (total direct+indirect+stipends)			**$387,560**

Part 5: Budget Narrative Attachment Form

✓ Budget Narrative

- Budget Narrative serves as Section C of ED Form 524

- Be sure to complete an <u>itemized budget breakdown</u> and narrative for each year of the proposed project (up to 60 months)

- <u>Review and edit</u> to ensure the total funding listed each year in your budget narrative match the total amounts entered on the ED Form 524 (Part 2)

- Identify the nature and amount of the proposed expenditures

- Provide sufficient detail for readers to understand

Part 5: Budget Narrative Attachment Form

Applicants should itemize Training Costs in the Budget Narrative.

Example: **"Training Stipends" Category: $207,200**

$110,000 for Tuition, Fees and Required Supplies:

11 participants, each @ $10,000 for the following:

- Annual Tuition: $7,000

- Annual Fees (Medical, Registrar, etc.): $800

- Required laptop/software: $1,200

- Books and Required Training Program Supplies: $1,000

Of these same 11 full-time participants, only 6 will receive stipends:

- Living Stipend: $1,800 for 9 months ($16,200) x 6 = **$97,200**

Part 3: Abstract

The project abstract should not exceed two double spaced pages and should identify the applicant, including all consortium members if applicable, and should concisely describe the following:

1) Project Title: state the title of the proposed project

2) Institution: state the official name of the applicant's Institution or Entity

3) Eligibility: state the eligibility category the applicant meets

4) Partners: identify any consortium partners

5) Priorities: Indicate the absolute priority and which, if either, of the competitive priorities your project is addressing

6) Abbreviated description of how the project will recruit qualified Indian individuals, such as students who may not be of traditional college age, to become teachers, principals, or school leaders.

7) Brief description of how the project will use funds made available under the grant to support recruitment, preparation, and professional development of Indian teachers or principals in local education agencies (including BIE-funded schools) that have a high proportion of Indian students.

8) Brief description of how the project will assist participants in meeting the payback requirements.

Note: Grants.gov may include a note that indicates that the project abstract may not exceed one page; however, an abstract of more than one page may be uploaded.

Part 4: Project Narrative Attachment Form

✓ Application Narrative

✓ Table of Contents

Part 7: Assurances and Certifications

- Disclosure of Lobbying Activities (SF LLL Form)

- Grants.gov Lobbying Form – "Certification Regarding Lobbying" (ED 80-0013 Form)

- General Education Provisions Act (GEPA) Requirements – Section 427

Questions?

Submitting an Application

General Tips

- Read the Notice Inviting Applications (NIA)

- Read the Application Package

- Read the Application instructions before, during, and after writing

- Start the Grants.gov/ SAM/ registration process early

- Make it easy for the reviewer to find and to understand the information
    - Follow the order of Selection Criteria

- Proofread. Proofread. Proofread.

- Submit Applications using Grants.gov

    https://www.grants.gov/web/grants/applicants/apply-for-grants.html

SAM.gov Tips

- **REGISTER /CONFIRM UPDATED REGISTRATION IN SAM EARLY!**
- Primary information about SAM is available at www.sam.gov

- User guides, demonstration videos and other helpful guidance on SAM registration is available at:

    https://www.sam.gov/SAM/pages/public/help/samQUserGuides.jsf

Grants.gov Submission Problems - Tips

What should you do?

If you have problems submitting to Grants.gov before the closing date, please contact Grants.gov Customer Support at:

- Phone: 1-800-518-4726

- Email: support@grants.gov

- Access the Grants.gov Self-Service Knowledge Base web portal:

    - https://grants-portal.psc.gov/Welcome.aspx?pt=Grants

For additional tips related to submitting grant applications, please refer to the Grants.gov Applicant FAQs found at this Grants.gov link:
http://www.grants.gov/web/grants/applicants/applicant-faqs.html

Resources

- Pre-Application Webinars:
  - Webinar #1: March 4 from 1:00 to 2:30 p.m. ET
  - Webinar #2: March 25 from 4:00 to 5:30 p.m. ET

- Any updates will be provided on the PD program web page
  - https://oese.ed.gov/offices/office-of-indian-education/indian-education-professional-development/how-to-apply/

OFFICE OF
Elementary & Secondary Education

How to Apply

The FY 2021 Notice Inviting Applications for the Indian Education Professional Development program is available here: https://www.federalregister.gov/public-inspection/2021-04492/applications-for-new-awards-indian-education-discretionary-grants-programs-professional-development

Applicants must apply at Grants.gov. The Opportunity Number for this grant competition is: ED-GRANTS-030421-001.

A copy of the application package, for reference only, is available here:
https://www.govinfo.gov/content/pkg/FR-2021-03-04/pdf/2021-04492.pdf

Applicant Information Virtual Events:

Pre-Application Virtual Event #1, March 4, 2021. Register here!

Pre-Application Virtual Event #2, March 25, 2021. Register here!

Indian Education Professional Development

Applicant Information

Eligibility & Funding Status

How to Apply

Grants Awarded

Legislation

Technical Assistance Resources

Questions?

Professional Development (PD) Program Contact Information

Discretionary Group Lead
Dr. Donna Sabis-Burns
Email: donna.sabis-burns@ed.gov

Professional Development Grants
Angela Hernandez
Email: angela.hernandez@ed.gov

https://oese.ed.gov/offices/office-of-indian-education/